The course includes: Critical analysis of children’s media from television to cyberspace (SpongeBob, Batman, Disney, Glee, Angry Birds, Facebook) discussing not just content, but the message of the medium (McLuhan) with an emphasis on psychology. The class considers the application of child media themes as they reflect society (Economics, Violence, Sex, and Development) and act as a bridge to adult issues such as education, work, money, relationships, health and technology.

Using lectures, video, readings (including hand-outs) and possible special guests.

By the end of this course students would be media literate and understand the profound influence technology and media exert not only on children but themselves. Critical thinking about one’s own life will be the most important consequence of taking this course.

Texts:

Library:


New York Times or Wall Street Journal Media articles in print or online.

There will be a mid-term, final exam and one major paper based on actual media observations. There is also a Paper/Presentation Project. Several small research studies which will part of classroom grade. GRADES 25%
on class work—This includes **ATTENDANCE and Civility (No cell phones or Lap-Tops)**; 75% on written exams, project and paper.

**Academic Integrity:** There is an Honor Code at the University of Maryland. The Code prohibits cheating on exams, plagiarizing papers, buying papers, or submitting the same paper for 2 courses.

Aug.30- Over view of course. ***Four factors leading to present Children's Media. What is children's media? Naming of the course. Demonstrations. Expectations? Suggestions?

Sept.4&6- What is a child? Discussion of various psychological theories used to deconstruct programming. Developmental theory Freud, Erickson, and Piaget. **Expert visit.**

Sept.11- Evolution of Media Stories—What is media? mass media? Radio Demo; Comics; Early TV; Internet. “M-Generation.” Differences? **Video - Fifty Years of Children's Television—Part I.** McLuhan appeal or problem. Reading: Kids' Media Culture pp.1-28; Kinder. **Hand in— one paragraph on what is the main issue in this chapter?**

Sept. 13—Batman as media icon surviving several technologies and rebirths and its psychological impact. Question for class—How has the media (TV, Movies, and cartoon) changed the character of Batman?

Sept. 18—Disney World - Lecture—Money, identification and architecture through different lenses including Euro Disney and Michael Eisner. Princesses and Pixar. Problems? Stories and consolidation. **Lion King the movie.** The influence of ESPN.

Sept.20—Reality TV and Kids. **Kid's Nation** and **Jon and Kate plus 8.** **Rd Family in Messages Bk.** **Hand in— one paragraph as to why Reality TV using kids is good and or bad?**
Sept.  25- Advertising and Consumerism as the engine for media. Includes watching *Id and Ego: Consuming Kids*. Relation to beauty aids, weight and toys, basketball. **RD- Money in Messages and Out of Control in Kindergarten pp122-135;**


Oct. 2&4- **Presentations** on Museum Exhibit*
* 1) You will create a exhibit for a children's media museum, whose theme would be based on classes so far, or current events that are discussed at beginning of class.
2) On **ONE** page you will tell (1)**Why** your exhibit should be in the museum and (2) **Describe** the exhibit.
3) Hand in the above today , on Oct. 4
4) Be prepared to pitch( do not read) your exhibit(again based on 1)**Why**? 2) Description.
5) I will pick who presents.

Oct. 9- Food and Drugs for Kids- Culmination of Consumerism and Pressures; Deconstruction of Advertisements. Meaning for society. **Rd Culture in Messages.**


Oct. 18- **Mid Term**- Readings, Lectures and Discussions.

Oct.23- “Educational Kid’s Media.” Discussion of Children's Educational Television Act also discussion of Use of Computers in the schools. - What perimeters are being used to judge this? Compliance? **Rd-Education in Messages.**
Oct. 25- American Academy of Child and Adolescent Psychiatry Meetings. No Class Assignment: 1) Watch children's TV on Nick or Cartoon Networks 2) record minutes of show and record number of minutes of commercials. HAND IN on the 30th-For one hour-record minutes of program and minutes of commercials (No promos for other programs). Add up at bottom of page-Total minutes of show; Total minutes of commercials for one hour.

Oct.30-Pre School, PBS and Baby Einstein - Evaluation: psychological, economic, sociological, artistic, educational of Mr.Rogers, Sesame Street, Shining Time, Teletubbies, Arthur, Blues Clues, Wishbone, Barney and preschool videos. What’s wrong with HBO’s Classics?


Nov.6&8-Adolescent Exploitation-Lecture- adolescence- Belonging, identification and changes. Glee; Wonder Years, MTV, Sweet16, American Pie, My So Called Life, and Real World, Tillerman Fall Line up all youth shows. Similarities? Question: Which character in which show do you identify with? Explain. Rding: Saving Our So-Called Lives pp.221-235; Kinder. Hand in- One paragraph on your understanding of girls "bedroom culture."


Nov.20- First Amendment Debate: Children as Special Accommodation of Freedom of Speech or Not. The V Chip, Filters and Consent.

Nov.22- THANKSGIVING
Nov.27- Video Games - Immersable, Paranoid, Sexist and Addicting. Rd
Let's Get Ready to Rumble in Messages.


Dec.4- Social Media - Texting; Blogs: Facebook. Is this really social? PAPER DUE. Paper: I- Create your own children's media program and spin offs (Toys, other Media). II- Then evaluate why it is good or bad for children, using values and standards developed in class. Due- Dec. 4. RD- Relationships in Messages

Dec.6- Technology changes everything: smart phones, and i-pads. Rd- Technology in Messages.

Dec.11- Discussion of papers- Multiple narratives; Review for Final Exam.